

Functions:

Course of Study

- Text or upload

LRE (Least Restrictive Environment)

- Pick list of federal program type
- Additional descriptors
- Harmful effects
- Reasons for placement

General Considerations

- Educational placement with peers
- Non-educational and extra-curricular activities with peers
- General physical education with peers
- School of attendance if not disabled
- Length of instructional day

Program Info

- School of legal settlement
- School(s) of service


Article 7 functions:

7-43-4(h)(12)	7-42-6(f)(9)
7-42-10(c)	7-42-10
7-42-10(b)	7-36-4(a)
7-42-10(d)	7-34-11
7-42-10(a)(3)(C)	

Placement

Purpose Evaluation Initiate Eligibility Outcomes Goals Provisions Placement File

Course of Study LRE General Considerations Program Info

 Provide a list of the courses of study. These courses focus on improving the academic and functional achievement of the student in order to support the attainment of post-secondary goals.


If the purpose is marked as "Transition IEP", then the course of study will be required. For this purpose, there are two possibilities:
1) there is a text box where the information can be typed, or 2) an electronic file can be uploaded as in the case of a scanned school form articulating the student's course of study.

 Upload File

How To

Purpose Evaluation Initiate Eligibility Outcomes Goals

Course of Study LRE General Considerations Program Info

 LRE Placement Category based on Federal Program Types:
Age 6+ as of December 1, 2009

- ☐ 50: Regular class 80% or more (In a regular class room for 80% or more of the day).
- ☐ 51: Resource room (In a regular class room for 40% to 79% of the day).
- ☐ 52: Separate class (In a regular class room for less than 40% of the day).
- ☐ 53: Separate day school facility
- ☐ 54: Residential facility
- ☐ 55: Correctional facility
- ☐ 56: Parentally placed in private school
- ☐ 57: Homebound / hospital

The second tab prompts for the federal LRE placement code which is collected by the state. Please note that this is a description of where the student is physically educated, not the percentage of the day that he receives special education or related services.

If the student's eligibility area is emotional disability, the choice for Full Time or All Other will be displayed here.

Placement

Additional descriptors of the Least Restrictive Environment:

Please describe the consideration of any potentially harmful effects of the suggested services on the student or on the quality of services needed.

Please describe the reasons for placement determination including the other options considered and reasons these options were rejected.

Following the selection of the LRE (least restrictive environment) code, additional descriptors of the LRE can be recorded in the first text box, although this is optional. The second and third text boxes, however, require a response regarding any potentially harmful effects and reasons for placement determination.

In the next tab, all of the general considerations are presented. Any “no” response triggers a prompt that requires more information. If it becomes apparent that the student will need supportive services that have not yet been considered, the user must click back to the provisions page to make sure these are recorded.



Please consider the student's participation in general education and record on the provisions tab any supplementary aids and services that are determined by the case conference committee to be appropriate and necessary in order to afford the student equal opportunity for participation with non-disabled students.

Student will be able to participate in all educational programs and activities that are made available to non disabled students.

☒ Yes ☐ No

Student will be able to participate in all non-educational and extracurricular activities that are made available to non disabled students.

☒ Yes ☐ No

Student will participate in the general physical education program that is available to non disabled students.

☒ Yes ☐ No

Student will be educated in the school (he/she) would attend if not disabled.

☒ Yes ☐ No

The length of the instructional day will be the same as the instructional day for non-disabled peers.

☒ Yes ☐ No

Purpose

Evaluation

Initiate

Eligibility

Outcomes

Course of Study

LRE

General Considerations

Program Info

School of Legal Settlement

District

School

School of Service

District

School

Please describe any other program information:

Finally, the school of legal settlement and the school of service are recorded. Since every student is legally settled in one of a finite list of accredited schools in the state, the school of legal settlement is a pull-down pick list. There may come a day when this field will be able to be integrated with a broader data system so that it does not have to be picked on this page.

The school of service may be a school that is registered with the Indiana Department of Education, but it may not. Therefore, the user can list the school in the space provided if it is not on the pick list from the state.

It is necessary to indicate the building where it has been determined that the student will be educated. With this information, specific information such as transportation needs, access to general education, and supports for personnel can be thoroughly considered. If there is a concern that programs and buildings will change, the IEP can be revised much more easily under the new Article 7.

There will also be an option, although not shown here, to select more than one school of service to represent a change in building assignments during a certain range of time. The best example of this is in the case of the IEP written midyear to cover the spring in elementary school and the fall in middle school.

Justification for placement

Q: What are some examples of statements that might justify nonparticipation in general education?

A: The following list was offered by Gary Klor in his book, Leading Successful IEP Teams: A Guide to Managing the People and the Processes. It is not offered as a pick list in the technology because professional judgment is expected in the articulation of rationale.

- Small group instruction is necessary for this student to acquire skills specified in the IEP.
- The student's needs as addressed in the IEP goals cannot be satisfactorily achieved in the general education environment, even with the provision of supplementary aids and services.
- Additional individualized instruction is required to facilitate the student's learning.
- Behavioral intervention plans, strategies, and/or behavioral goals recommended in the student's IEP require a degree of structure that cannot be implemented in a general education classroom.
- The student's behavior significantly impairs his ability to learn in a large group setting as well as impairing the learning of other students in a large group setting.
- Based on individual needs and goals in the student's IEP, the general education curriculum would need to be completely restructured.
- The student requires a modified curriculum appropriate to the instruction of students with severe disabilities in a highly structured environment to acquire the skills specified in his IEP.

Placement in other schools

Q: How much flexibility does a school have in deciding the specific location of special education services?

A: Placement decisions cannot be based solely on factors such as the availability of services, the eligibility category, or administrative convenience.

However, an educational placement is not the same as the location of special education services. "Location" identifies the physical surroundings, like the classroom or building. "Placement" refers to the options offered in a comprehensive LRE continuum.

School districts must assure the availability of a full continuum of placement options. While a district can place a child in a particular classroom or school based on the location of the services determined necessary, it cannot permit the availability of services to limit the LRE placement options.

The challenge is to match the LRE placement indicated through the IEP process with the services delivered at a particular location. School districts have some flexibility in the determining where this is best accomplished. However, it is expected that, to the extent possible, students with disabilities be placed in the school that they would attend if they did not have disabilities.

The specific location of special education services can be determined by the school district as long as the above factors are kept in mind in addition to other considerations such as the length of the school day and the provision of transportation services.